

The Implementation of Portfolio Assessment Measuring Students' Ability to Write Descriptive Text for Seventh Graders of Junior High School

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan *portfolio assessment* dalam mengukur kemampuan menulis siswa. Assessment ini dianggap sebagai assessment yang paling tepat untuk mengukur kemampuan menulis karena terdiri dari sekumpulan pekerjaan siswa yang berisi progress atau perkembangan siswa dalam beberapa waktu. Peneliti ingin mengetahui tentang penerapan *portfolio assessment* yang diterapkan oleh guru bahasa inggris sudah sesuai dengan procedure yang benar. Oleh karena itu, peneliti berfokus terhadap rumusan masalah dari penelitian ini yang merupakan tahap-tahap *portfolio assessment* itu sendiri. Penelitian ini adalah penelitian kualitatif deskriptif yang melibatkan guru bahasa inggris dari salah satu SMP Negeri di Jawa Timur sebagai subject penelitian. Data penelitian di dapatkan melalui observasi di kelas selama tiga kali pertemuan dan wawancara kepada guru untuk mendapatkan informasi tambahan. Data yang didapatkan berupa hasil dari observasi *non partisipatory* dimana peneliti mencatat semua aktivitas guru yang dilakukan didalam kelas saat mengajar. Dari penelitian ini, dapat dilihat bahwa guru sudah menerapkan *portfolio assessment* sesuai dengan tahapan yang benar. Siswa juga berhasil meningkatkan pencapaian kemampuan menulis mereka menjadi lebih baik pada setiap pertemuan. Meskipun demikian, masih ada beberapa penerapan yang kurang tepat sehingga mengakibatkan kurang maksimalnya hasil siswa. Guru memiliki kelemahan dalam setiap tahapan dari *portfolio assessment*.

Keywords: Portfolio penilaian, kemampuan menulis, teks deskriptif.

Abstract

This study aimed to describe the implementation of portfolio assessment in assessing the students writing skill. It is the most appropriate assessment to measure students' writing because it is a collection of students' works which contain of their progress and development in period of time. The researcher wants to know whether the English teacher has applied appropriate procedure of portfolio assessment. Therefore, she focuses on the study problems which are the stages of portfolio assessment itself. This is a qualitative descriptive research that involved an English teacher from one of Junior High School in East Java as the subject of the research. The study data was collected from the observation in the class along during three meetings and from the interview with the teacher to get further information. The data was the result of non-participatory observation where the researcher took notes of all the activities done in the class. From this study, it can be seen that the teacher has applied the portfolio assessment based on the stages. The students could improve their writing skill and they got better achievement in every meeting. Nevertheless, there were still some inappropriate implementation that influenced the students' product. It can be seen from the whole activities that the teacher has weaknesses in every stage. He cannot do it completely perfect.

Key words: Portfolio assessment, writing skill, descriptive text.

INTRODUCTION

English is one of subjects that is learned by learners in the school. There are four basic skills that must be learned when they are learning English. Those skills are listening, speaking, reading, and writing. Each of them has different characteristics in learning English. However, the main goal of learning English is to enable students to communicate with other people using good English. Communicating others basically is done by talking each other which belongs to speaking skill. Even though communicate is related with speaking, it does not mean that speaking is the most dominated skill that should be learned. All skills are important because they have their own characteristics, goodness, roles, and functions. Also, learners should know that communication not only can be done orally but also in the written form. Therefore, writing is also the skill that important to be learned to achieve the goal of learning English.

According to Al-Meklaifi (2011), writing English is not a simple or easy task to do because there are a lot of practices and trainings that must be done by students to produce a well-accepted written form which is readable and understandable. It means that when the students are writing they also have to concern about communicative writing. Writing cannot be done instantly because they should be able to deliver their ideas in their writing clearly to make the readers easier to understand when they read it. Writing is called as a process and cannot be done in one sitting to become a good writing. It also would not be produced without any revision or feedback from the teacher. That is why, the teacher should be a good advisor to give some advices and teach students to be good writers.

In this proposal, the researcher wants to conduct research which focuses on writing skill. It is because writing is more complex than speaking. Writing needs more patience to be done while speaking can be produced spontaneously when the students want to deliver their ideas orally. Writing is considered as complicated skill because students mostly use writing in their learning, such as writing a sentence, paragraph, the answers of some questions and writing a text. Sometimes, they get confused with the grammar and the structure of the text. They also have to understand how to manage coherence and unity. That is why, writing called as complicated skill. There are lots of thing that they have to understand before they start writing. And they have to make their writing better through practicing and

training themselves. Teacher's feedback also can help them to improve their ability. While for speaking skill, it is not always practiced in the teaching and learning process.

The curriculum that used in junior high school is K13 which is text based curriculum. Here, all materials are based on the text which includes long texts, short functional texts, interpersonal texts, and transactional texts. In this study, the researcher wants to take long functional text, specifically about descriptive text. According to Artono (as cited in Alawi, 2011), descriptive text is a text which contains of description about the features of a thing, a person, or a certain place. The organization of this text consists of identification and description. It is not too complicated to be remembered. However, not all students can understand how to make a good descriptive text with good organization and components. In writing descriptive text, they have to know what aspect that they write in the identification and description. They also have to know the language features that are used in this text.

In the teaching and learning process, there should be an activity to measure the students' development towards learning activity that have been given from the teacher. This activity should be done by the teacher because this is one of his/her role to know his/her students' achievement, so that it can also become an evaluation for his teaching method. This kind of activity can be called as assessment. Basuki and Hariyanto (as cited in Aisyah, 2015), stated that assessment is the process about collecting information of students' achievement systematically and continuously for learning effectiveness.

In implementing portfolio there are some stages that should be conducted by the teacher to organize the portfolio process. Some experts propose portfolio stages. One of them, Brown (2003), stated that the first stage is the teacher should state the objective clearly. Then, the teacher should give guideline on materials to include. He should also communicate assessment criteria to the students. The last is he should evaluate the assessment for the better implementation. Because the research problem of this study is the researcher wants to know how the teacher implement the portfolio assessment in his class, she used these stages as the research questions in order to know whether the teacher have applied the assessment based on the steps or not.

There were some stages that proposed by some experts and the researcher concludes them into four main stages.

1. How is the stating objectives stage implemented in writing descriptive text?
2. How is the giving guidelines stage implemented in writing descriptive text?
3. How is the communicating criteria stage implemented in writing descriptive text?
4. How is the evaluation stage implemented in writing descriptive text?

METHOD

The methodology that used in this research was qualitative descriptive. According to Kothari (2004) qualitative research was the study which concerned of the quality of phenomenon. Khotari also gave explanation about descriptive research. Descriptive research was surveys and fact findings about different kinds of phenomenon. In this study, the researcher cannot control the variable and he/she can only report or describe what was happening or what had happened. Based on these two explanation, it can be concluded that qualitative descriptive was a research that conducted by describing a phenomenon in depth.

The subject of this research was the English teacher from class VII. It consists of 32 students, 18 students were male and the rest was female. This study was conducted in one of State Junior High Schools in East Java. The participants were all students in class VII B.

In this study, the data were collected by the researcher was in the form of words or description. It was about the teacher's activities in implementing portfolio assessment which consist of the stages that the teacher did in assessing students' writing. Because the data that got from research was about teacher's activity, automatically, the source of the data was the teacher.

The data was collected by using observation and interview. The researcher use observation to collect data because she has to observe all activities that was done by the teacher and also the students in the class. During the observation, she took notes to write every information she needed. This was called as field notes. It contains of every information that has been seen and heard by the researcher during the observation. There were two components in the field notes, they are descriptive materials and reflective materials. In the descriptive materials, the researcher described about everything that happened in the class, such as the action, response and interaction of the teacher or even the students. While in reflective materials, she provided her personal opinion, analysis, and also comment about the descriptive

materials. Besides, the researcher also collect the data through interview to get more information that she cannot get from the observation. She provided some questions for the teacher and also ask additional questions spontaneously during the interview. This is called as semi-structure interview.

Every research has different way to analyse the data. Ary, et al (2010) stated that qualitative research had three stages to analyse the data. They were organizing and familiarizing, coding and reducing, and interpreting and representing. In his book, Ary, et al (2010) explained that familiarizing and organizing was the first stages that should be done by the researcher. It was the stage where the researcher should read and reread the notes, viewed and reviewed the video, or even listened and repeated the audio. That is why, she began familiarizing the data by listen the audio of teaching activities recorded along the observation. She listen it more than once to make her more familiar with the conversation in the audio and change it in the form of to be analysed. The researcher also read and reread notes that she wrote in the study observation. After familiarizing the audio and the note, she organized them become field notes which contain of Descriptive Material (DM) and Reflective Material (RM).

The second stage of analysis qualitative data was coding and reducing. Coding is labelling the units of meaning words, phrases, sentences, subjects way of thinking, behaviour patterns, and events that seem important (Ary, et al : 2010). Coding was used as many as possible to label the transcription. Then, the researcher can reduce the code which seem unimportant. Here, the researcher gave code for some information that related and certainly can answer the study questions. Because she get lots of data from the observation, so she also need to reduce and omit the unimportant information to make her easier in analysing the data. s.

According to Donald Ary (2010) "interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing possible explanations". Interpreting qualitative data meant giving confirmation about what the researcher have already know which supported by the data. So in this stage, the researcher should present his/her analysis using explanation. Even though interpreting is personally, however the explanation should be supported by the data that the researcher has got.

RESULT AND DISCUSSION

In this chapter, the researcher will explain about the result of her research in one of senior high school in the east java which is about the implementation of portfolio

assessment to measure the students' ability in writing descriptive text. In this chapter, she will also has a discussion part about the teaching and learning process using portfolio assessment in this school.

The portfolio assessment used in this class was not held individually. The teacher always involved the whole students in every stages. The researcher has mentioned in chapter two that the teacher can used conferences with individual students or several students in reviewing the portfolio content (Public School of North Carolina Department of Public Instruction: 1999). It means that this assessment belongs to conferences with several students which is the teacher always evaluate their work by discussing together in the class. However, he always turn around to check them individually.

1.1 The Analysis of The Stating Objectives Stage Implemented In Writing Descriptive Text

The teacher always began the lesson by greeting the students and checked their attendance. He also began the first meeting by asking the students about what they have known about descriptive text. He gave explanation about the definition, structure of the text, and tense that used in descriptive text to make the students more understood about the materials that they would learn.

In this materials the teacher apply portfolio assessment to measure the students' writing ability. The first stage of portfolio assessment is stating the purpose of portfolio implementation. In the first meeting, after he gave explanation to his students, he did not stated that he would implement the portfolio assessment in this class. He only said that they would have some tasks to made descriptive text while actually the teacher should state clearly that they were going to make a portfolio because he applied portfolio assessment in this material. The important thing that should be communicate to the students was the clear purpose of applying this assessment.

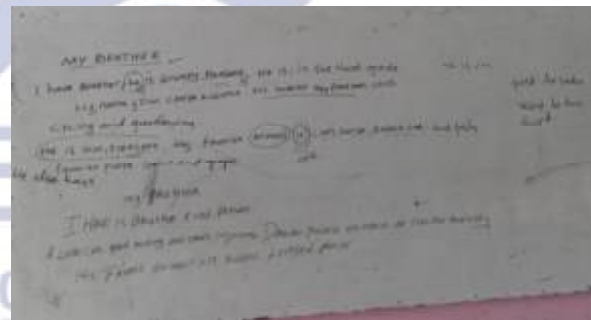
Based on a book that was made by Public School of North Carolina Department of Public Instruction (1999), it stated that without purpose, a portfolio is just samples of students' work collections.

Brown (2003) also stated that the first step of portfolio is *state objectives clearly* by picking one of CRADLE and using it as the objective of developing the portfolio assessment. The CRADLE was the objectives that propose by Gottlieb (1995) which actually the acronym of Collecting, Reflecting, Assessing, Documenting, Linking, and Evaluating which have been explained in the second chapter of this thesis. The teacher can choose one of them and use it as the objective to be communicated to the students. In the observation, the

researcher guess that the purpose of this portfolio based on Gottlieb belongs to Assessment which evaluate students' quality and development over time. In addition, the purpose of portfolio assessment that stated in a book made by Public School of North Carolina Department of Public Instruction (1999), was to show change and growth in period of time. Basically, both purposes from the different expert has the same meaning. These was the researcher's guess until she held an interview to the teacher in order to know more information about the real purpose of portfolio assessment.

The teacher continued the lesson by asking them to make a simple descriptive text with "personal description" as the topic of the text. They were free to describe everybody. The teacher also led the students correcting their own work by giving example of one of their friend's work. It wrote in the white board and they gave feedback about structure, grammar, vocabulary and content together. This was done because they did not understand what components that should be concerned in writing descriptive text. It can help the teacher to apply one of key elements of portfolio proposed by O'malley and pierce, self-assessment, towards the students.

In this situation it can be seen that they have good improvement in giving feedback. They started knowing how a good sentence looks like, how to use correct punctuation, how to use grammar correctly, etc. After discuss together, the teacher asked them to correct their own text such as what they have done to their friend's work. This was called as self-assessment. Here, the researcher provides the picture of teacher's feedback as the example of self-assessment for the students:



Picture 1.1 Teacher's correction towards student work As the example of how to do self-assessment

As stated before, O'malley and Pierce (1996) stated that there were three key elements in portfolio assessment. They were sample of students work, students' self-assessment, and clearly stated criteria. Here, these three elements were very important to encourage the implementation and achieve the purpose of portfolio assessment. The first key element, sample of students work, certainly would be produced along the process. What the researcher explain here was about the students' self-assessment as the second key element of

portfolio itself. O'malley and Pierce (1996) explained in their book that student self-assessment and reflection was very important because without them, it cannot be called as portfolio assessment.

According to the book was made by Public School of North Carolina Department of Public Instruction (1999), there were three varieties of self-assessment. They were Checklists and rubrics; Reflection pieces, learning logs and journals; and Conversations, conferences, and interviews. Based on the observation, the teacher did not use rubrics, learning logs, or journal which contains of some question for the students. He belongs to the third variety, which is conversation, conferences, and interview. In the book explain that conferencing was especially useful when it was conducted to monitor the student's progress and difficulty and also to provide some feedback that they did not understand.

The activity that was done in the second and third meeting was also different. If the teacher asked them to do self-assessment before, in the second meeting the teacher asked them to have peer assessment. Peer assessment was one of some assessments that can be applied in portfolio assessment. This was good to involve peer assessment in the second meeting because this was their chance to practice what they have learned about how to correct the task in the previous meeting. The teacher can train them to be a corrector in order to make them being aware in their friends' mistake. They learned to give score the task based on the criteria that have been provided by the teacher.

Moreover, peer-assessment was certainly not an easy thing to do by students in the first grade of junior high school. They did not have many background knowledge about this. That is why, teacher's role was very important for them. To advance the students' ability towards self-assessment, the teacher can make them work with their portfolio partner so they can evaluate together by using the criteria that have been provided (Clemmons et al:1993). It means that peer-assessment also needed to support achieving the purpose of portfolio.

After held peer-assessment, the teacher collected the students' work in the end of the second meeting because he had to check their work. This was because the teacher knew that most of them may have difficulties in giving correction and they may miss some mistakes. Teacher's feedback here was very important for their development. Teacher's assessment can be mirror of self-assessment because it helped students to process teacher's feedback and show them how to respond it. These maintained the reliability in assessing portfolio, so all students can get equal attention by the teacher and be assessed by the same criteria (Brown: 2003).

In the last meeting of observation, the teacher gave the students' work back and ask them to revised based on the feedback that have been given by their pair before. The teacher also ask them to read in front of the class after revised it. He gave comment and explanation about descriptive text again in order to remind them and make

sure whether they have been understood about the materials. As the last project, the teacher ask them to submit their revision and he wanted to check for the last time to find out their final score of their tasks. The researcher also did an interview around a week after the teaching learning process in order to get the more information from the teacher. One of the questions was about the objective of the teacher applied portfolio assessment in the class. He gave explanation that the objective of portfolio assessment was to enable students apply what they have learned as their development task.

Based on this interview, the researcher knew the objective of the teacher applied portfolio assessment clearly.

R : Yang pertama adalah mengenai tujuan bapak menerapkan porfolio assessment di kelas ini. Bisa bapak jelaskan?

T : Tujuannya portfolio disini agar siswa bisa mengerjakan apa yang sudah di jelaskan sebagai tugas pengembangan dirinya.

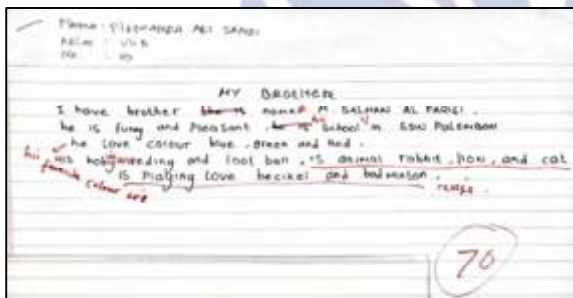
Giving unclear and undetailed purpose to the students gave disappointed result toward the students' writing collections. Because the teacher did not explain the purpose of portfolio assessment clearly, there were some students lost their writing collections, especially for the male students. There should be three drafts as their writing products. Unfortunately, some of them had the second and the third draft, some only had the third draft. The result can be seen in the Appendix 2. This made the researcher difficult in collecting their products. This portfolio assessment will get the better result of students' writing collection if the teacher explained the purpose to the students. He was better to explained that they would have portfolio assessment in order to develop their writing ability. However, even though the teacher made mistake in stating the purpose, he gave some key elements that can support in achieving the purpose itself such as self-assessment, pair assessment, and teacher's assessment that have been explained by the researcher before.

1.2 The Analysis of The Giving Guidelines Stage Implemented In Writing Descriptive Text

The second stage of portfolio is giving guidelines for the students about the materials that include in portfolio assessment. In descriptive text there are some materials that usually used. They are description about person, teacher thing, animal, and place. However, the teacher made a guideline for the material that was taught by using portfolio assessment. Friedman, et al (2001) stated that the identification of competencies to be assessed was a beginning point for selection of portfolio assessment. It

was important to the teacher identified the key performance behaviors that relevant to the competency measured. The teacher should know the students competency to select the materials that include in this portfolio assessment. That was why, he decided to make them focus on learning about personal description instead of the other materials.

The first descriptive text that they made in the first meeting was about personal description of their family. He gave the students chance to choose the object of description freely. They started making a simple and short descriptive text. According to the book was made by Public School of North Carolina Department of Public Instruction (1999), guideline for selection were helpful for the students and also provided direction on the kinds of information which can be included in portfolio. The example was these guidelines should be specific with the certain rule or can be broad, which means the students can choose whatever they wanted in their portfolio as long as it connected to the objective. Based on the observation, the teacher specified the topic in every draft. In the first draft the teacher asked the students to make a descriptive text about family. They can freely choose by themselves to describe their mother, father, sister, or even brother.

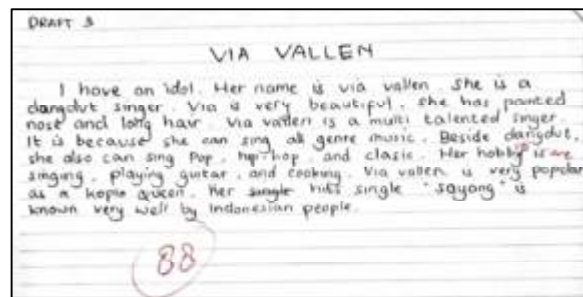


Picture 1. Draft 1

Then, for the second draft and third draft he asked them to make a descriptive text about their idol. They also can freely choose whoever it is because every students certainly had different idol. Yet, in these draft they should enclose the picture in their text because it will give them additional point. This was actually can be called as the criteria because here the criteria also the guideline for the students to make a good descriptive text.



Picture 2. Draft 2



Picture 3. Draft 3

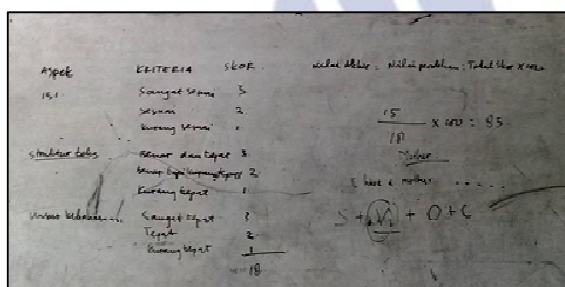
Basically, giving the sample of the text would help the students knowing what should be concerned and considered as well in the text. By seeing the example they can know what should include in the descriptive text. O'malley and Pierce (1996) also have the same opinion with Hamp-Lyons and condon that the teacher can provide standard examples of descriptive through the sample of students work or benchmark paper. This helped students to visualize the standards of performance and improve their own work to determine the standard. The teacher can gave the sample of a good descriptive text to the students in the first meeting, so that they can get basic background knowledge and also direction to produce the text from the real example provided. Unfortunately, the teacher just asked them to open their book on descriptive text materials and read the materials by themselves along five minutes.

Nevertheless, He also tried to facilitate and make the students understood by drawing the picture in the white board and asked them to come forward to write about the description of the picture. The aim was to make the students easier to understand how to make descriptions. They discussed together about the description of the person in the white board. This activity was very good as students' centre learning. The teacher can make them participated in the class. The result was they enjoyed the lesson and seemed understand about what they have discussed.

Based on the observation and explanation above, the researcher could see the guideline materials that used in portfolio assessment also related to the criteria of making descriptive text. The teacher only focused on one topic which was suitable with their grade and make them easier in learning. Related to the topic, the teacher also explained to them that they should in line with the agreement. He did not use the example of good descriptive text from the previous students, yet he explained to the students by using picture in order to make them understand about what was descriptive text look like. This can make them understand even though showing the real and good example of the text was more accurate.

1.3 The Analysis of The Communicating Criteria Stage Implemented In Writing Descriptive Text

One of portfolio stages which also important to be concerned was defining criteria as the students' guideline in making descriptive text. In portfolio assessment, criteria can be used to select the sample of work in portfolios as well as to judge the quality of the sample (Herman, Asbacher, and Winters : 1992). It was used to make the teacher or the students easily to judge and they knew what included to be assessed in this assessment. It can also be the guidance to the teacher to assess the students' work and help the teacher in giving feedback in the self or even peer-assessment. The third research question was about how the teacher communicate the criteria to the students to produce good descriptive text. The teacher explained about the criteria to the students in the second meeting when they held peer-assessment. He gave the students criteria to guide them checking their friend's work.



Picture 4. The teacher write the criteria in the white board

However, this criteria should be communicate to the students in the first meeting when they were asked to try correcting their own work or doing self-assessment. This was because they also needed guidance to correct their own work. Though the teacher has given the sample correction in the white board that would be better if there was a clear criteria so they can practice to give feedback based on the criteria provided. Then, while they have to do peer-assessment they have had an experience using criteria as the guidance though they might have not really expert yet.

Based on the observation, like what has been explained in the second research question, the teacher did not give any example of good descriptive text. This was actually also should be done in the first meeting. It will be better if in the first meeting, he also gave a descriptive text as the example while he was explaining, so that they can see and understand how a good descriptive text like was. Because even though this text can be called as simple text cause it has only two generic structure which

were identification and description, does not mean they did not need a good text as an example.

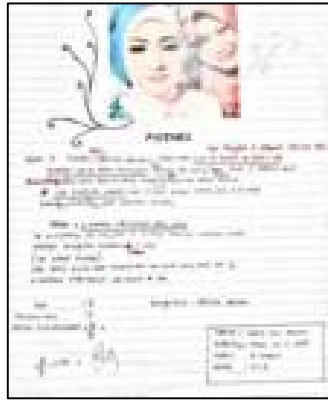
Similar with O'malley and Pierce (1996) who stated that the teacher and students had to work together in specifying the criteria, in the book made by Public School of North Carolina Department of Public Instruction (1999) proposed that ccriteria can be established by the teacher alone or even teacher and students together. In this portfolio assessment, the teacher did not asked the students discussing together to define the criteria. He did not involve his students in making the criteria because he has mentioned the criteria in the RPP he made before the teaching learning process began. Unfortunately, the criteria that the teacher used in this assessment was too general because it can be used to measure writing skill in any text. While actually the teacher had to use the criteria that really used to score descriptive text.

The teacher used this criteria as the guidance to assess the students' work. The researcher looked for the information about the criteria that used by the teacher through her interview. He said that this criteria was made from MGMP with all English teachers in Bojonegoro regency. It has been decided, so that he used it as the criteria in his class. However, it can be changed or modified by the teacher him/herself because it was not binding. These was the sample of interview between the researcher and the teacher :

R : Kalau mengenai kriteria di tabel yang bapak gunakan kemarin itu bapak membuat sendiri, atau ada pedoman dari expert, atau mungkin ambil dari buku atau bagaimana pak?

T : Pedoman itu di buat secara bersama sama dari forum MGMP, guru mata pelajaran bahasa inggris se kabupaten Bojonegoro.

The criteria that used in portfolio assessment should be communicate clearly, easily, and fairly. Gender and ethnic also needed to be considered in criteria development, so that no students was disadvantaged (Sharon and Andrew : 2002). This meant that communicating the criteria clearly towards the students was important to reduce misunderstanding. Based on the observation, after writing the criteria in the white board, the teacher try to explain it as clear as possible. He explained it one by one by giving a example to make the students understood more. He explained the meaning of the criteria in detail because he knew that his students would not understand if he did not give any explanation.



Picture 1.3 Students' Peer-assessment

Based on the result, the students' writing product of peer-assessment was mostly contained of feedback about language features which were about vocabulary, grammar, capitalization, punctuation, etc. That was why the teacher asked them to submit after peer-assessment in order to the teacher could recheck their work and knowing how far they were able to do self and peer-assessment.

4.4 The Analysis of The Evaluation Stage Implemented In Writing Descriptive Text

After collecting the students' writing, Evaluation was basically done in order to know whether the objectives were running well and they need to change or reset the plan for achieving the purpose or not. Sharon and Andrew (2002) proposed that the instructional team or the teacher and, if it was needed, the students and parents can be involved in this evaluation process because each steps of portfolio assessment needed to be reviewed and evaluated for continual improvement. The teacher need to be involved because he should know the strength and also weakness of his portfolio assessment implementation for the better assessment in the next learning. He can cover the flaws and change the plan into another way in order to get the better result. While the students here also involved in evaluation because they are the one who done the portfolio assessment. Their opinion was importance for this evaluation. Their opinion became advices in increasing the system of portfolio assessment to the next students.

Based on the observation the teacher has done the review of the lesson at the end of every meeting. As the review, the teacher asked them about what they have learned. He gave some question related to descriptive text to make sure they have understood about it. He also offered questions for those who have not understood yet about the task/homework. Based on Friedman, et al (2001), students' opinions of the portfolio strengths and weaknesses were needed in order that feedback can produce changes and improvements. Questionnaires,

focus groups, individual interviews and requests for written comments can be employed. In this third meeting the teacher evaluated his assessment by asking some questions to the students directly. He did not make questionnaires or request for written comments. The teacher asked them about their writing improvement and their difficulties in doing some writing tasks. He also asked their opinion about their ability of self and peer assessment. This can be advice for the teacher in term of explaining materials. The teacher may can gave more and detail explanation about what should be concerned and how to do self or peer-assessment for the next students

The evaluation that was done by the teacher called conferences with all students. This was supported by statement in the book made by Public School of North Carolina Department of Public Instruction (1999) the teacher can hold conferences with individual students or even all students in the class in order to review the contents of portfolio and also to see whether they made progress toward the objectives. This can be done by giving some questions to the students about their portfolio process. Beside evaluate the process of portfolio assessment, the teacher also evaluate the students' writing.

After give evaluation of the students' portfolio assessment, the teacher asked them to give their writing tasks into their parents because their parents should know what their children have learned in the school. The parents should know their children improvement through their tasks, so that they can also gave evaluation for their children. As what has been explained before, Sharon and Andrew (2001) stated that parents should be involved in this evaluation. They also needed to be informed at every step of it, from setting the criteria till selecting the portfolio entries. Some teachers may asked their parents to come to the school and participate on their children's portfolio presentation. However, based on the interview, conducted by researcher the teacher said that he did not asked the parents coming to the class and joined the lesson participating with their own child. Because it may will be more complicated.

CONCLUSION AND SUGGESTIONS

Conclusions

First, according to the study finding that has been discussed in the fourth chapter, the researcher can conclude that the teacher has not implemented the portfolio assessment perfectly. Even though the students get more improvement, they would get the maximum improvement if the teacher do the portfolio stages correctly.

Second, based on the observation, the teacher did good action in giving guideline for materials for his students by focusing the topics about personal

description. He also gave them suitable topics to make them interest and easy to understand. Unfortunately, there was a flaw that was done by the teacher in this stage, whereas it was very useful and important for the students as their guideline. It was an example of descriptive text. He did not give the sample of good portfolio as the guideline which actually this is very helpful for the students to know the standard of good descriptive text.

Third, is conclusion of the third research question which is about communicating the criteria. The criteria that teacher used may not really good to be used. He also did not explained the criteria from the beginning. In this part, the students also have not really understood how to use the criteria in self-or peer assessment. That is why the result is the students' feedback mostly about language feature because it may the easiest criteria that they can understand.

The last, the teacher use the criteria to evaluate the students writing. However, he did not use questionnaire to evaluate this portfolio assessment. Sometimes, teacher gave them questionnaire to ask the students about their writing progress and their opinion about the portfolio assessment. The teacher prefer to evaluate them directly in the class by giving some question about their writing progress and their opinion toward this portfolio assessment. This may because every teacher has different way to evaluate his/her students. Furthermore, he also involved the students' parents in this assessment in order to make the parents participate and understand about the writing progress of their own child.

Based on these explanation, it can be seen from the whole activities that the teacher has weakness in every stage. He cannot do it completely perfect. The researcher think that the teacher's knowledge influence the implementation of portfolio assessment. Though it consists of some stages that should be done by teachers, however, some of them do not really concern on the detail of portfolio assessment. The age may also gave influence because the older teacher will have less knowledge about the real portfolio assessment.

Based on the observation, the researcher also conclude that students' grade also give influence toward this implementation. Because the teacher implement this assessment in seventh grade of junior high school who did not have more knowledge about descriptive text, he should work harder to teach and make them understand about the text. Eight graders of junior high school will be little bit easier to understand instead of seventh graders of junior high school.

Suggestions

Based on the conclusions, the researcher provides suggestions for the English teacher who wants to implement portfolio assessment and the next researcher who wants to conduct research dealing with this assessment in the future.

For the English teacher, portfolio assessment is a kind of assessment that have many things to be concerned and consider. Her suggestion is the English teacher will get the maximum result or maximum development from his/her students when they really know about how to implement portfolio assessment. He is better to learn and understand more about everything dealing with the portfolio assessment itself. This was important for achieving the goal. She said that the bigger graders may will have the better response toward the assessment. Nevertheless, it does not mean that the teacher cannot apply this assessment in the seventh graders. The teacher can apply it by taking more time to implement the portfolio assessment. Portfolio is knew as time consuming assessment. That is why, the teacher can take time more than 3 meetings, so that the students also have more time to practice.

For further researcher who are going to conduct research related with the portfolio assessment, similar with the teacher, as the researcher, they cannot only sit on the back of the class and observe what the teacher are doing and noted something he need. The researchers should know what should be concerned in the portfolio assessment. The researcher also suggests them to conduct study about the implementation of portfolio assessment in the higher grade whether it is in junior or even senior high school. They may will get the different result and different way of implementation.

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